

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the page, framing the central text. The overall aesthetic is clean and modern.

Shifting the Focus

Moving the Discourse of Higher Education Back to Learning

Presented by:

- ▶ Raymond Craig, Dean of Arts and Sciences, Bowling Green State University
- ▶ Samantha Earley, Dean of Arts and Letters, Indiana University Southeast
- ▶ John Stalvey, Dean of Arts and Sciences, University of Alaska, Anchorage

Our Hypothesis:

Increasing pressure to streamline the credentialing of students in our colleges, we must deploy strategies that both meet the challenge and successfully meet our mission to educate students for meaningful and productive lives, create new knowledge, and creatively solve problems so that higher education serves the public good.

By Orienting Ourselves

We as a community must be proactive and intentional in keeping the focus of higher education discussions on: 1) the discourse of learning; 2) course performance and graduation; and 3) the success and achievement of our students and our alumni.

We can achieve

If we deliberately focus discussions around higher education on those three topics, we can re-direct legislative and public opinion back to the core mission(s) of the university:

1. teaching and learning;
2. the creation of new knowledge; and
3. the implementation of creativity to solve complex issues.

Our Panel Will:

- ▶ Historicize the production of higher education informatics;
- ▶ Highlight institutional response to legislative interpretations;
- ▶ Direct discussion around methods of re-focusing discourse back to the mission of the university.

“Higher Education Informatics”

Working definition: “the use of large-scale data systems now routinely employed in education and in education policy-making.”

The Bill & Melinda Gates Foundation logo is a dark red square containing the text "BILL & MELINDA GATES foundation" in a white, serif font. "BILL & MELINDA" is on the top line, "GATES" is on the second line, and "foundation" is on the third line in a smaller, lowercase font.

BILL & MELINDA
GATES foundation

Bill and Melinda Gates Foundation: Post-Secondary Success Strategy Overview

How We Work

Our primary approach is to play a catalytic role—to support the development of solutions that are unlikely to be generated by institutions working alone and that can trigger change on a broader scale. In each case, we work with our partners to build on the best of practitioner knowledge, available research, and analogous experiences in related sectors. We also rigorously evaluate these solutions in real-world settings, placing as much importance on effective implementation as on student outcomes.

BILL & MELINDA
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Bill and Melinda Gates Foundation: Post-Secondary Success Strategy Overview

Who We Work With

Our partners include highly innovative colleges and universities that are engaged in bold, systematic reform efforts. Their efforts allow us to understand how new tools and approaches can be integrated effectively at the institutional level, and they help us understand the interplay between institutional practice and state and national education policies and regulations. Some of our collaborators are wholly new entities launched in the past few years that are experimenting with groundbreaking new paradigms in higher education.

The logo for the Bill & Melinda Gates Foundation, featuring the text "BILL & MELINDA GATES foundation" in a serif font, with "GATES foundation" in a smaller, italicized font, all set against a dark red square background.

BILL & MELINDA
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Lumina Foundation Strategic Plan 2013-2016

Strategic Imperative 1: Mobilizing to Reach Goal 2025



Build a Goal 2025 Social Movement to Increase Attainment

Mobilize Employers, Metro Areas and Regions to Increase Attainment

Mobilize Higher Education to Increase Student Success

Advance State Policy for Increased Attainment

Advance Federal Policy for Increased Attainment



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Strategic Imperative 2: Designing and Building a 21st Century Higher Education System

Help Create New Models of Student Financial Support

Help Create New Higher Education Business and Finance Models

Help Create New Systems of Quality Credentials



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Quick Synopsis: Lumina's Strategy to Effect Public Policy Changes in Higher Ed

- ▶ Knowledge Construction and Production
- ▶ Catalytic Funding
- ▶ Policy Advocacy

In terms of the debate, . . .

The rhetoric of the “higher education” domain has shifted dramatically to a rhetoric of economic exceptionalism.

60% degree attainment = [American] global prosperity

Complete College America

- ▶ GOAL 2025: 60% of U.S. Population should hold a college degree.
- ▶ Efficient and Effective Colleges & Universities are necessary to achieve this goal
- ▶ Emphasis on undergraduate education

Key Strategies

- ▶ Fund Research that supports Goal 2025.
- ▶ Advocate Publicly for Efficient Colleges & Universities
- ▶ Influence State and Federal Policy to support Goal 2025
- ▶ Primary Tool: Performance-Based Public Funding

CCA 2011: What do we do about it?

New Thinking for the New Majority CCA, 2011

Urge states to measure what matters most.

Outcome metrics

degrees awarded annually

graduation rates

transfer rates

Progress metrics

remediation

success in first-year math and English

credit accumulation

retention rates

course completion

time and credits to degree

CCA 2011: What do we do about it?

New Thinking for the New Majority CCA, 2011

States must get serious that graduation, not just enrollment, is the goal.

States should set completion goals, statewide and by campus.

Start with a handful of explicit, easy-to-understand measures.

Tie a modest percentage of funding to performance.

Key Challenges

- ▶ Moves Higher Education from Access to Merit for student admissions
 - ▶ Competition for Students “Most Likely to Succeed”
 - ▶ Decline in Recruiting for Students Less Likely to Succeed
 - ▶ Does include incentives for underrepresented students
 - ▶ Tuition Discounting, etc.
- ▶ Declining Total Support Drives Competition within States and across States for Subsidy Dollars.
- ▶ Shifts Burden of Cost to Students/Families
- ▶ Escalates Public Critique of Higher Education

Ohio

- ▶ Performance Funding Incentives since mid-1990s
- ▶ Shift to all “Complete College Ohio” incentives in 2007
- ▶ Performance-based distribution of State-Subsidy-of-Instruction (SSI)
 - ▶ 50% Course Completion Formula
 - ▶ 50% Graduation Formula
 - ▶ “Levers” to incentivize Students “Less Likely to Succeed”
 - ▶ Expansion of “Levers” by Legislature to Incentivize particular populations (16)

Indiana

- ▶ Goal 2025 for Indiana
 - ▶ 120,000 credentials (doubling current production)
 - ▶ All institutions to achieve a four-year graduation rate of 50%
 - ▶ Underrepresented groups to cut achievement gap in half by 2018 and equal majority students by 2025
 - ▶ Performance Funding Metrics
 - ▶ Degree completions for resident students
 - ▶ Overall, at-risk, high impact
 - ▶ Student persistence (30, 60)
 - ▶ On-time graduation
 - ▶ Institution based project completion

Indiana

- ▶ Actual Performance Funding Dollars—All public institutions in Indiana
 - ▶ Institutions “gave back” \$24.5 million of budget
 - ▶ Received \$66.5 million in performance funding

Alaska

- ▶ Alaska has not adopted an outcomes-based formula for funding the University of Alaska System consistent with Lumina recommendations
- ▶ Performance Measures required for all State departments
 - ▶ A measure of how well a particular result is being achieved
 - ▶ Performance indicators and targets are self determined
 - ▶ Not clear how funding is effected by performance compared to target
- ▶ The Governor declined to participate in “Complete College America”
- ▶ The Board of Regents adopted “Shaping Alaska’s Future” as a guide to making budget decisions within the System
- ▶ State funding provided to University of Alaska System as either unrestricted or designated general funds for operations or capital funds
 - ▶ The funding is based on a historic base-budget model with incremental funding
 - ▶ Funds are distributed by UA Statewide to the 3 major administrative units (MAU): UAA, UAF, and UAS and the associated community campuses



Geography of Alaska



Alaska is not off the coast of California.



Geography of Alaska



Alaska is not a Midwestern state.



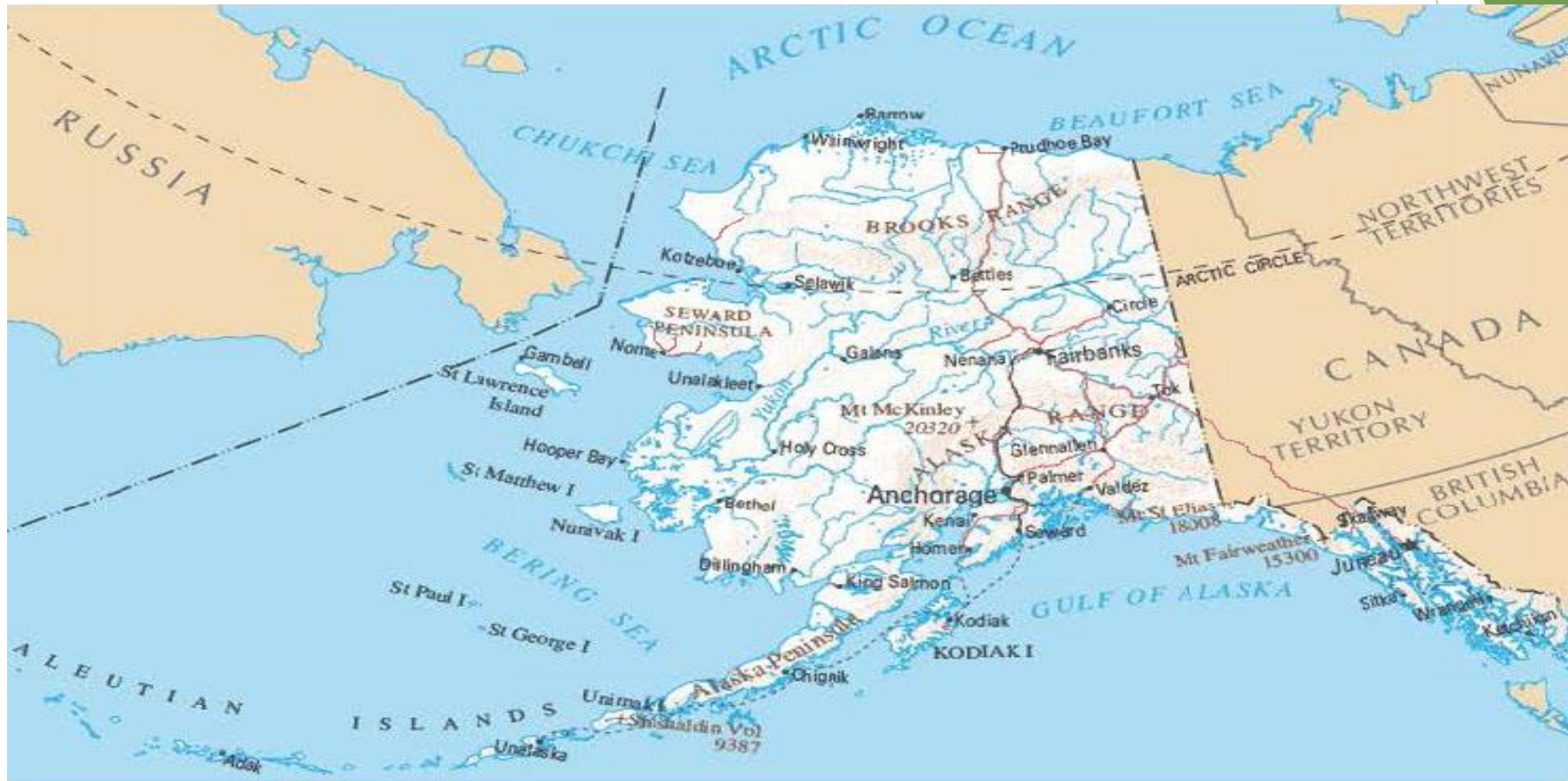
Geography of Alaska



Alaska is a red state.



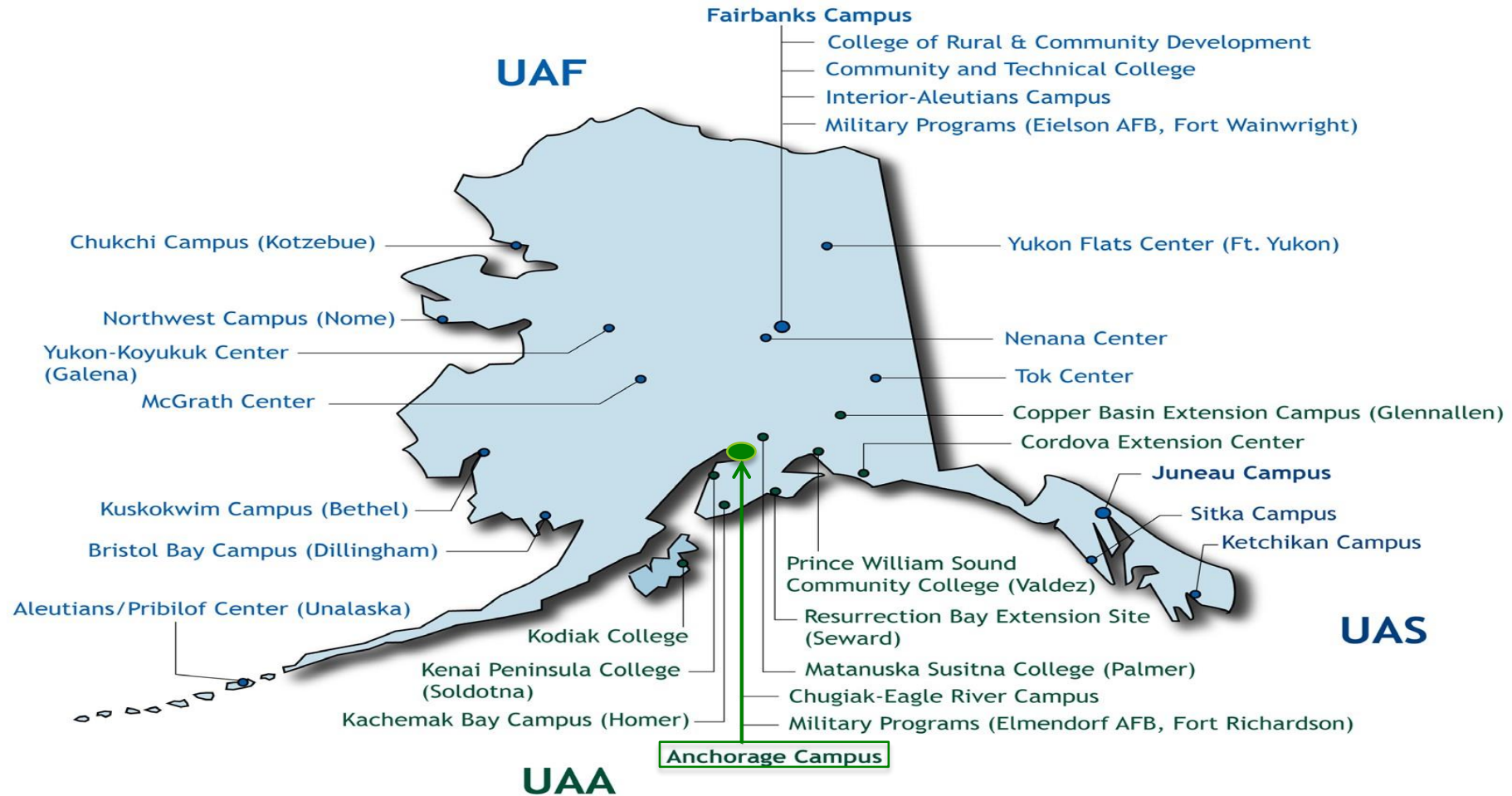
Geography of Alaska



Alaska has a limited road system in addition to other traditional barriers to access in higher education .



University of Alaska System



Alaska has an extensive university system.

A Culture of Academic Assessment at UAA

The UAA Faculty Senate has a standing committee to academic assessment.

From the Academic Assessment Handbook:

The purpose of academic assessment is improvement of learning. The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of academic assessment to ensure that assessment can produce the intended benefit to students. Faculty are best suited to plan, implement, and act upon the academic assessment of student learning outcomes.

Assessment at UAA is a faculty-driven and administration-supported process.

Academic Assessment Guiding Principles

All academic programs need to conduct continuous assessment based on a formal assessment plan.

The academic assessment plan is a living document that describes the program's student learning outcomes along with instruments that will be used to measure the outcomes.

The plan should drive assessment activities to be conducted yearly that measure some or all of the program outcomes (all outcomes need not be measured annually).

Annual data collected from the assessment instruments should be discussed and analyzed among department faculty and recommendations made to improve the program and/or the assessment plan for the following year.

Changes subsequently made to the curriculum and the assessment methods can then be based on evidence and valid reasoning.



Academic Assessment CAS Results

Total % CAS of surveys completed as of July 2014:

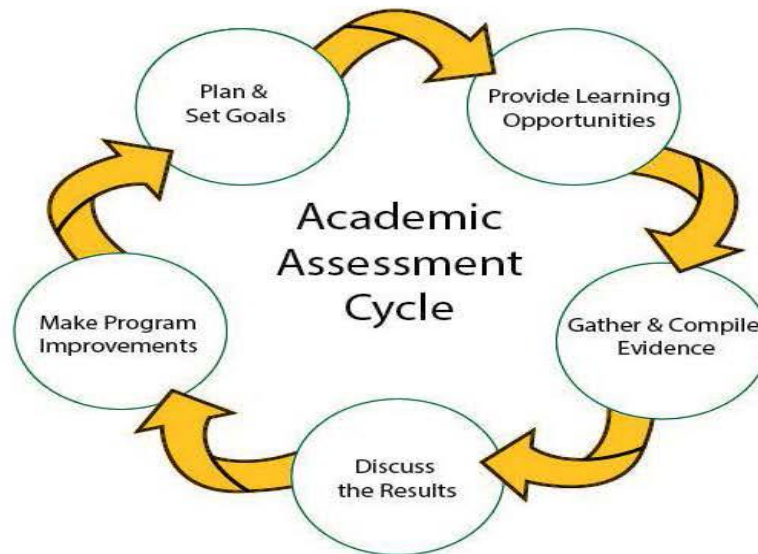
100%

Total % of CAS programs which indicated making changes as a result of their assessment efforts:

78%

Total # of CAS programs which indicated making improvements to their assessment plan this year:

7

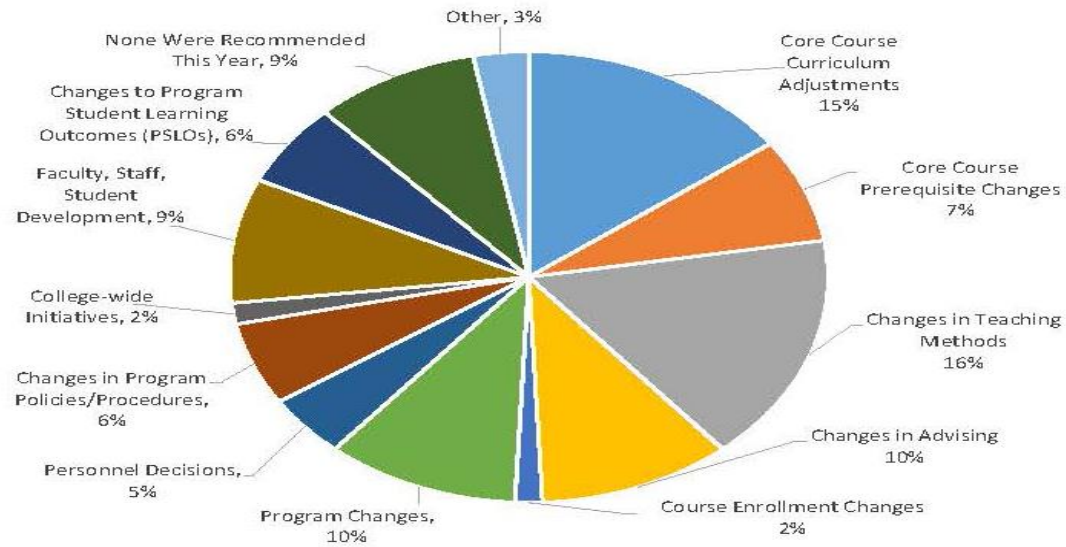


Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2014, 4% of CAS programs that completed the survey are in the planning and implementation stages of the assessment process, 63% are in the data collection stage, 7% are in the discussion stage, and 26% have made program improvements.



Program Improvements resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 78% of CAS programs that submitted reports indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.



Academic Assessment Impact

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English 111—Introduction to Composition

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Library Guide Introduction



What is in this Guide

Library Assignments - links to library pre/post tests and assignments for course

Writing Assignments - links to writing assignments for course

Find Undergraduate Research Journals - A guide to identifying and locating undergraduate research journals

Use Databases - how to search for journal articles using databases.

Find Books - how to search for books

Academic Honesty & Integrity - copyright and plagiarism

Get Started - some starting points when starting with research

Information Literacy and Revision Practices

For each writing assignment, students will submit at least two drafts using Microsoft Compare and will reflect on the changes they have made during the revision process. Microsoft Compare will reveal precise changes that have been made between drafts. Classroom instructors will strive to offer feedback specifically on information literacy. Students will be encouraged to use these revision reports in advance to write a reflective paragraph explaining to their instructor the reasons for their choices. Writer reflections about the use of source material will allow us to assess a student's ability to determine the extent of information needed and the purpose for using it. The reflective step is designed to build rhetorical knowledge and metacognitive awareness in students.

Project Overview

Moving Beyond the "Research Paper"

Librarian Anna Bjartmarsdottir and Composition Coordinator Jackie Cason have collaborated to provide library exercises and writing assignment support so that students can listen to the ideas of others in all the writing they do. In other words, we have sought to move away from the formal "research paper" in an effort to characterize all writing as a conversation that calls for some level of dialogue with sources. The English 111 Information Literacy Project has been designed to integrate research throughout the semester with increasing levels of student autonomy. In early writing assignments, students work from prescribed source materials, leaving more time to focus on how to use sources. In later writing assignments, students develop search strategies to find their own resources. This approach follows the Research Skills Development Framework from Adelaide University, which moves through a series of stages from prescribed research to student-initiated research.

Joining a Community of Researchers

To help students position themselves as writers in conversation with other writers and readers, we have made available undergraduate research journals and public resources that are more accessible than the writing in professional peer-reviewed journals. The resources in this guide are designed to help students who enroll in English 111 recognize how texts enter into conversation with one another through citation practices.

Reading and Writing: An Interpretive and Productive Range of Assignments

- Writing Assignments 1 & 3 are interpretive, analytical assignments that hone critical reading and analysis skills.
- Writing Assignments 2 & 4 are more productive assignments that hone composition and design skills.

Research Skills Development Framework

Research Skill Development (RSD) is about making explicit and coherent in regular university coursework the incremental attainment of research skills in a specific discipline. In the RSD, there are six facets of the research process. These are that students:

- **embark** on inquiry and so **determine a need** for knowledge/understanding.
- **find/generate** needed information/data using appropriate methodology.
- **critically evaluate** information/data and the process to find/generate this information/data.
- **organise** information collected/generated.
- **synthesise** and **analyse** and **apply** new knowledge.
- **communicate** knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.

Subject Guide



Anna Bjartmarsdottir

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Links:

[Profile & Guides](#)

Composition Coordinator



Jackie Cason

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Academic Assessment Impact



Embedding Information Literacy Faculty Learning Community

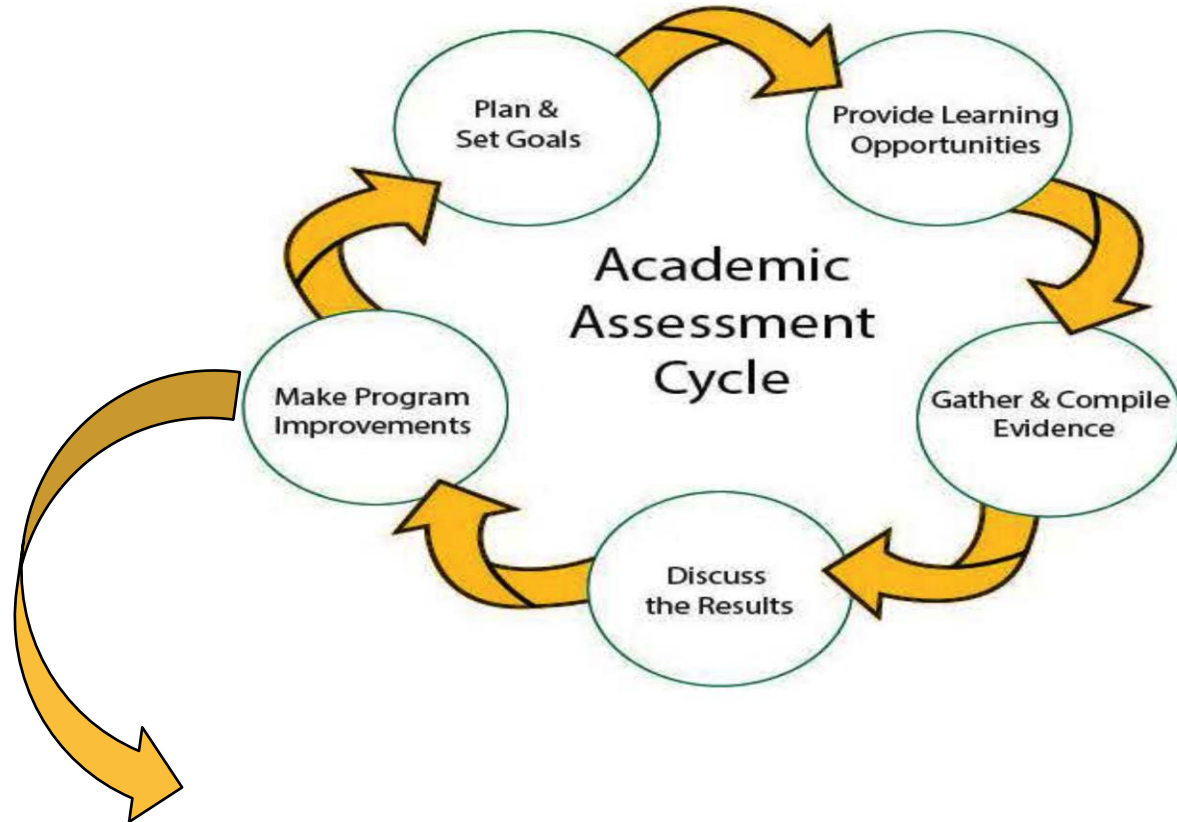
Faculty are increasingly concerned about the need to graduate "information literate" students: students who can find, evaluate, and use information and understand the ways in which information is created, disseminated, and organized in our society. UAA's Institutional Learning Outcomes state that its graduates will be able to "employ independent learning and information literacy skills."

Information Literacy Partnerships and Courses:

Communications, Computer and information Systems, Dance, Education, English, Environmental Science, Geology, History, Justice, Legal Studies, and Nursing.



Academic Assessment: What's Missing?



Communicating with our constituents!



Shifting the Discourse

- ▶ ASSESSMENT Reporting to Constituencies
- ▶ Leverage Relationships with Accrediting Bodies in Developing Strategies
- ▶ Public Positioning of the “Liberal Arts” as critical habits of mind
- ▶ “Productive & Meaningful Lives”
- ▶ Student Paths of Success Extend to the 4th, 5th, 6th Jobs

Focused Actions :: Access

- ▶ Proactively Engage Admissions Offices to Recruit Underrepresented Students
- ▶ Provide Supplemental Support for Access Mission
- ▶ Deploy Research-informed Pedagogical Practices & Curricular Revisions
- ▶ Train Students to Learn (Distributed Learning; Interventions to Ensure Success)

DISCUSSION

- ▶ How are you changing the discourse?
- ▶ What focused actions are you taking?

Resources

- ▶ “What We Do”: Postsecondary Success Strategy Overview.
<http://www.gatesfoundation.org/What-We-Do/US-Program/Postsecondary-Success>.
- ▶ Lumina Foundation. <http://www.luminafoundation.org/>. See particularly:
http://www.luminafoundation.org/goal_2025.html.
- ▶ Indiana Commission for Higher Education 2013-15 Higher Education Performance Funding Formula Model - Weighting and Rates for PFF,
http://www.in.gov/che/files/Weighting_of_Metrics_2013-15_Proposed_F.pdf.
- ▶ History of Indiana Performance Funding,
http://www.in.gov/che/files/PBOF_White_Paper_2-22-13_A.pdf.